**Learning Wall (Gr. 9-12)**

**Key Learnings**

- statements of the key learnings from both the sessions and plenary sessions combined

**We Are Learning…**

- what we are learning as well as samples of the work of the participants

**How I Know I’ve Learned**

- success criteria in the form of statements of self-assessment related to the key learnings

- each statement with a ✓beside it. These statements can be directly linked to the “evidence” of the success.

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| **Statement of Self-Assessment**  **(Success Criteria)** | **We Are Learning…**  **as well as evidence that you have learned** |
| I am developing an understanding of the various meanings of fractions. | Shelley’s 1-pager.  The made-up problem on the curriculum connection wall. |
| I can represent fraction in different ways. | The open sort. |
| I can use my understanding of fraction meanings to identify and remediate student misconceptions of fractions. | Student work samples. |
| I am developing an understanding of how to apply the Gap Closing resource to remediate gaps in student understanding. | Gap Closing summaries – photos or charts. |
| I am developing an understanding of the development of fraction operations. | Gap Closing summaries. |
| I am developing an understanding of the development of fraction concepts and operations from Gr. 7-12. |  |
| I am developing an understanding of how to plan accommodation for students with L.D. using the lenses of the cognitive processes. | TIPS lessons.  List of accommodations.  Connie’s handout. |
| Based on my understanding of the cognitive processes, I can develop tools and strategies to support students with learning disabilities. | Foldables. |
| I am able to pose questions to expose or evoke student thinking. | Student work samples. |
| I am able to give descriptive feedback that can help a student move their thinking forward. | Student work samples. |
| I understand how important it is to listen to students to understand their thinking. | Notice and Wonder summaries. |
| I understand the importance of listening in establishing a learning community. |  |
| I have engaged in a Math Talk learning community. |  |
| I have reflected on assessment of learning as a process, and have discussed strategies to support this view, e.g. use of portfolios. |  |
| I have explored Prezi as a tool to create an electronic learning wall, to help deepen students’ understanding of concepts. |  |
| I have explored Evernote as a tool to create an electronic portfolio, to help deepen students’ understanding of concepts. |  |
| I can use models to demonstrate the connections between whole numbers, fractions, and algebra. | Base 10 materials |
| I see how relational thinking connects whole numbers, fractions, and algebra. |  |
| I can use variable number lines to illustrate relationships among algebraic expressions. |  |
| I have identified key features of a learning wall. |  |